

Craigie Primary School Nursery Day Care of Children

Craigie Primary School
15 - 17 Abbot Street
Perth
PH2 0EE

Telephone: 01738 472 300

Type of inspection:
Unannounced

Completed on:
12 March 2026

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016084

About the service

Craigie Primary School Nursery provides a daycare of children service in Perth. The service is registered to provide a care service to a maximum of 24 children at any one time, aged from 3 years up until the age of starting Primary School.

The service operates from a standalone building within the grounds of Craigie Primary School. The nursery has a separate secure entrance for children and their parents. Children have access to a dedicated outdoor space, which is available to use throughout the nursery day. At the time of the inspection 27 children were registered with the service.

About the inspection

This was an unannounced inspection which took place on 11 March 2026 between 09:30 and 16:45. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- received seven completed questionnaires from families using the service
- spoke with four families on the day of the inspection
- spoke with five staff, the Head teacher and Deputy Head
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The service was committed to meaningful and sustainable improvement that directly benefitted children and families.
- Staff were skilled in leading improvements and sharing their expertise within and beyond the setting.
- Numeracy and literacy were embedded across daily experiences, giving children valuable opportunities that matched their stage of development.
- Children's creativity and problem-solving skills were promoted through high quality resources both indoors and outdoors.
- Effective personal planning for children meant that they received care that was tailored to their individual needs.
- Next steps for children were individual, meaningful and ensured children were making progress in their learning and development.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

The vision and values of the service were developed in partnership with children, families and staff. This ensured they were meaningful, relevant and understood by everyone, and reflected the high aspirations of the whole nursery community. The vision set clear expectations around challenge, respect and equality, and was brought to life through staff exploring them with children through everyday experiences. As a result, children benefitted from high-quality learning opportunities that built their confidence and sense of belonging.

Leaders demonstrated a commitment to improvement and created the right conditions for staff, children and families to feel confident to initiate change. Champion roles and opportunities to share positive practice with other services had been established. This empowered staff to take ownership and develop their expertise of key areas and support wider improvement. This strong approach to leadership promoted a culture where positive change was ongoing and well supported. One member of staff told us, "Staff members all bring something different to the table with differing areas of interest and strengths, which provides a rich learning experience for the children".

Self-evaluation was purposeful and well embedded. Monthly reflections using challenge questions from the Quality Improvement Framework, combined with a range of self-evaluation tools, supported staff to identify strengths and areas for development. Improvement planning was well considered and clearly focused on improving outcomes for children and families. Priorities including digital learning, appropriate challenge, and the 'Do Be Mindful' approach were identified using a range of evidence to ensure they were relevant and achievable. As a result, improvement planning supported sustained, positive change and strengthened children's daily experiences.

Staff demonstrated a clear understanding of the standards expected of them. They used a range of effective audits including those relating to practice, medication, and the review of accidents and incidents to evaluate the effectiveness of their practice. This enabled them to identify actions needed to maintain high quality, drive improvement and enhance children's safety and wellbeing.

Views of children and families were used well to shape ongoing improvements. Children shared their views through discussions, voting systems and floor books. Families contributed through questionnaires, online journals and the question of the month. This feedback informed meaningful changes and ensured their voices remained central to service development.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Staff showed a strong understanding of how children learn and develop and used theory and good practice well to provide high quality play experiences. Children were engaged and motivated by a rich mix of planned and responsive learning. Children led their own play with increasing independence, which supported their development and wellbeing. Well-considered and thoughtful experiences captured children's curiosity and deepened their engagement. This supported children to make connections and follow their interests.

Free access to the outdoors increased choice further and allowed children to decide how and where they spent their time. Outdoor play formed an important part of children's daily experiences and supported engagement, and helped them develop creativity, imagination and problem-solving skills. Children had the time and space to make decisions showing independence as they led their own play. This gave them ownership and supported their overall wellbeing.

A range of skills, including numeracy and literacy, were embedded and strengthened through a mix of child-led and adult interactions. Children demonstrated a strong interest in early literacy and numeracy and were given engaging opportunities to explore, practise and build on these skills through a variety of concepts such as sorting, measuring, investigation, reading and mark making.

Interactions were skilled and allowed staff to interpret children's interests and extend their thinking. Staff used skills including open-ended questions, commenting and modelling language to support children's engagement. They showed awareness of when to step in and when to allow play to develop naturally. Children had fun with staff who joined their play in meaningful ways. For example, during a photo sharing activity staff and children shared genuine laughter, creating a warm moment that strengthened relationships.

Effective systems were in place to track, monitor, and assess children's progress. These systems provided a clear overview of progress over time. As a result, children experienced well-planned learning that reflected their individual needs and supported continued development.

Children confidently discussed and shared their learning through floor books, learning journals and a 'next steps' wall. These captured children's voices and helped them to evaluate their experiences. Staff used observations to identify meaningful next steps that demonstrated children's progression over time. Children discussed their achievements with staff, supporting deeper reflection. Celebrating success through certificates helped children feel valued and reinforced that every stage of learning was important.

Families were included in their child's learning through online journals and regular discussions. This kept them informed and enabled them to share in their children's experiences. Working together supported a shared understanding of each child's needs and identified meaningful next steps to support ongoing learning and development.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Overall, children experienced warm and nurturing care. Staff used gentle and reassuring interactions that helped children feel safe, secure, and emotionally supported. Positive relationships were evident, and cuddles and closeness provided comfort that contributed positively to children's wellbeing.

There were occasions where nurturing approaches could have been strengthened to promote choice and flexibility for children, particularly during transitions to lunch and home time. During these times, staff deployment and the range of experiences on offer impacted on children's engagement and their ability to make decisions. Adapting routines would help to ensure they remain responsive to children's needs, uphold children's rights and align with nurturing principles. Staff were receptive to feedback and were reviewing practice and changing routines following our visit. This highlighted a reflective team with a focus on improving the service for children and families.

Mealtimes provided valuable opportunities for children to develop independence and a sense of ownership, including lunchtime helper roles and self-serving food. Children told us they enjoyed the snack choices and were involved in menu planning, which meant they were offered foods they liked and preferred. At times, staff sat with children, supporting positive conversation and nurturing interactions. This could be further developed to ensure children consistently benefit from high-quality, social mealtime experiences.

Children's wellbeing was promoted through effective personal planning that reflected their wellbeing needs. Plans were tailored to each child's needs and valued them as individuals. Staff worked in partnership with families through regular meetings, which provided opportunities to review progress, share observations, and agree targeted support where needed. When children required additional support, the service worked proactively with families and other professionals to identify needs and implement appropriate strategies. This ensured support was well matched to each child.

Effective safeguarding procedures promoted children's safety and wellbeing. Staff were trained in protecting children and were confident in recognising safeguarding risks and responding appropriately. They understood that significant changes in children's lives could affect wellbeing and used this knowledge to plan sensitive, targeted support. As a result, children's needs were identified early and they received timely, nurturing interventions that helped them feel safe, secure, and emotionally resilient.

Partnerships with families enriched children's experiences. Families were warmly welcomed and given a range of opportunities to engage in their child's learning, including dedicated sessions and regular meetings with staff. Families were valued as active partners in supporting their children to grow and thrive. One family told us, "The communication between nursery and home has always been fantastic. I am always made aware of what my child is working on and if I have any input, it is implemented also". Families highlighted positive relationships with staff as a key strength. One family member shared that effective communication from the staff gave them confidence and reassurance that their child was safe and having positive experiences.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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